

Section E

Alternate Assessment Model (Review, Observation, Task)

This section specifies the three measures of student performance that should be included in each content area portfolio. Numerous examples of portfolio evidence illustrate each assessment strategy.



Rationale for a Body of Evidence (Portfolio)

Alternate assessment portfolios represent a complete approach to documenting student learning and progress. Portfolios showcase student work so that learning across content areas can be assessed in a comprehensive way. The philosophy of performance-based portfolio assessments supports multiple methods of student evaluation that:

- allow students to demonstrate strengths, knowledge, skills, and independence,
- merge the processes of instruction and assessment,
- encourage the student to engage in learning that is meaningful and appropriate, and
- provide multiple opportunities for measuring significant progress.

In effective learning environments, assessment and instruction are inexorably linked. High quality assessment practices provide information upon which to base ongoing instructional improvement that is responsive to student needs.

Aside from the use of a portfolio to capture evidence of student learning, an extension of this philosophy also considers that students with severe or multiple disabilities are valued and contributing members of their communities. The portfolio assessment promotes a vision of enhancing capacities and life opportunities for students who experience disabilities. Positive results are expected from these students upon completion of schooling. These results include living, working, and contributing to local communities in meaningful and positive ways. The IAA embodies sound, research based best practices that reflect instruction for students with disabilities.

The alternate portfolio assessment also facilitates:

- opportunities for choice and instruction in self-determination that leads to self-advocacy.
- partnerships with families in the development of the Transition Plan or IEP.
- related services (speech/language, physical/occupational therapy) provided through a transdisciplinary approach
- goals and objectives from the student's IEP embedded into real-life, authentic activities with natural performance demands. These can occur in a variety of settings.
- a range of curricular options based upon grade level, school/district standards.
- use of materials, accommodations, assistive technology, and instructional techniques that are commensurate with chronological age.

The alternate portfolio assessment fulfills the underlying intents of IDEA and NCLB, which are to hold schools, districts, and states accountable for student progress within district grade level, content standards and on the general curriculum and use the assessment information to improve instruction.

Quality Evidence

Portfolios are most effective when they employ a range of media, strategies, and approaches to document student learning. For example, videotape, data charts, and a variety of student work samples can present vivid and compelling evidence of student achievement when each of these supports and reinforces one another (a concept known as *triangulation*). High-quality work is produced when students address appropriately challenging, grade level curriculum based subject matter developed toward achievement of standards and engage in tasks that require multiple steps to complete. Products resulting from such activities are ideal for including in the alternate assessment portfolio because they provide clear, detailed, and original evidence that learning has occurred.

Portfolio products must be, to the maximum extent possible, the original work of the student. When work is produced by others for the student, or demands little effort on the part of the student, or documents only how well a student has memorized information, it provides neither the depth nor the richness of information required by reviewers to adequately score the portfolio entry.

The Iowa Alternate Assessment (IAA) portfolio should, in all cases, acknowledge and value the student as the primary creator, author, and owner of his or her portfolio products. Indirect evidence provided by peers, parents, employers, and others may be included in the portfolio as long as it supports and enhances, rather than discourages or diminishes, the student's best effort to present his or her accomplishments. The intent is for such evidence to present a more complete understanding of the student's performance, without substituting the work of others.

The Iowa alternate assessment is constructed around the RIOT model developed by the National Association of School Psychologists (1994) to assist teams in determining the appropriate services students may need. It was felt by the advisory committee that the RIOT model embodied the multiple means of information gathering that would be necessary to develop a quality alternate assessment for students with disabilities. The advisory committee borrowed the basic procedure and altered it to fit the requirements of the Iowa Alternate Assessment.

Components of Review, Observation, Task

Collecting quality evidence according to the Review, Observation, Task model gives teachers many options in documenting performance. This triangulated approach gives a more complete picture of a student's work toward skills and standards than might be obtained from one assessment strategy. It is important to remember that documentation of student performance may include information regarding more than one dimension of the rubric. However, it will probably require more than one piece of documentation to cover all the necessary dimensions of the rubric. The Review, Observation, Task model gives the opportunity for a comprehensive collection of quality evidence.

At least one piece of evidence from each assessment strategy of the Review, Observation,

Task model re: the primary benchmark must be included in order for each entry (i.e., Reading and Math) to adequately document student performance. The omission of one or more assessment strategies will prevent the student from scoring at the proficiency level (Level 2).

The Review, Observation, Task assessment strategies include:

Review – The Review strategy consists of a collection of student work related to the standard/benchmark/skill being assessed. Student generated work samples should be used as the primary data source in a body of evidence. This would typically include such student work as work samples, projects, worksheets, written pieces, reading lists, and so forth.

Review evidence can document several dimensions of the rubric, such as breadth, independent use of adaptations, choices, evaluation/reflection, use of evaluation, and transfer and generalization. **It must show age appropriateness and grade level curriculum connections for the strategy to be considered useable for scoring**. If the review strategy is not present on the primary benchmark, scores in Achievement of Benchmarks (breadth and difficulty) will be affected. For further information, see the Section D: Rubric.

Typical paper/pencil samples of student work may not be feasible for a very small number of students in the alternate assessment system. But it is possible to develop and collect permanent work samples and products from these students. A detailed step by step process for generating student work that can be used in the alternate assessment system follows:

For example, the instructional unit on the play, “The Miracle Worker” by William Gibson has the following instructional activities:

- Read the play in class with students reading as various characters.
- View a local theater production of “The Miracle Worker”
- Take journal notes on the characters from the play
- Complete a chart for three of the characters which identifies tragic flaws, adversaries to overcome, and heroic characteristics.
- Write a promotional type summary of the play which includes some information on the characters as identified from the notes and the chart as well as pictures (drawn, from the play, or the internet).

These instructional activities meet the criteria for providing rich instruction that has value beyond the classroom, is used in real-life, is interesting and engaging, and accomplishes the “work of the discipline” (Wiggins & McTighe, 1998). Furthermore, each of these activities yields a product.

Vicky, a student with significant disabilities can participate in all of these activities working on skills from her IEP. For example:

- Reading in class by using a switch activated tape player or computer with text reader (Student's Independent Use of Adaptations)
- View the play (Student's Demonstration of Transfer and Generalization)
- Choosing from choices of pictures which character(s) to focus on (Student's Demonstration of Self Determination)
- Using an adapted keyboard with switch attached to scan, write information about characters with picture symbols and type brochure (Student's Independent Use of Adaptations)
- Choosing the best photographs for the brochure (Student's Use of Self-Determination)
- Answering yes/no questions about the play and the characters (Student's Achievement of Benchmarks)

The following evidence could be included in Vicky's portfolio:

- Anecdotal data taken on use of switch to read in class paired with a picture of her doing so
- Print out of character information that she created using an adapted keyboard and picture symbols
- The completed brochure
- A note from the peer about Vicky's participation at the play and in the class reading
- Graphed instructional data from Vicky answering yes/no questions about the play and the characters

More examples of review samples may be found in the corresponding instructional modules, specifically "Accessing the General Curriculum."

In some very rare instances and only for a very small number of students, a series of photos can take the place of student work. These photos, in order to be considered review evidence must be sequential, clearly captioned, and show the student performing. Another way to think of this might be like stills from a videotape. However, the caution to not use this unless absolutely necessary cannot be overstated as this evidence is difficult to see and score. It would be better to adapt so a student product can be completed by the student or submit a videotape of the student's performance. See page 12 for videotape protocol

Observe - The Observation strategy is data collected over time on student performance related to the standard/benchmark. This should be very familiar to special education teachers and is required for student performance related to depth (level of achievement/accuracy).

The IAA scoring in this area (depth) is concerned not with progress of the student but instead, status (i.e. at what level is he/she achieving right now). It is summative in nature. The depth (level of achievement/accuracy) must specify the student's level of performance status at the end of the assessment collection period and be expressed as a

summative percentage. Therefore, programs are required to provide a summative score (in percent) of the student's achievement level.

Observation evidence can show several dimensions of the rubric, such as independent use of adaptations, choices, evaluation/reflection, use of evaluation, and transfer and generalization. **It must show depth by the clear specification of a summative percentage indicating the level of student achievement related to the benchmark.** For further information, see Section D: Rubric.

Data for the IAA must be graphed with these elements clearly identified and in place:

- Key (if acronyms, abbreviations, or symbols are used within the graph, explain what they mean)
- Vertical and horizontal axis clearly labeled (what do the columns and rows represent?)
- Targeted skill being measured (what observable behavior is being measured, not the standard)
- Dates of data collection
- Weekly data points for at least 12 weeks
- (Settings where data was collected may also be included on the graph but not necessary)

If these elements are not present, then the graph cannot be scored. If observation strategy is missing or unscorable due to missing elements, Depth will score a Level 1. Other elements of instruction or performance may be included but are not necessary for the purpose of the IAA (e.g., settings).

Collecting these observational data over time can be challenging, particularly if the observer is unclear about what he or she should be observing. The first section outlines seven steps for collecting student performance data that is considered a primary data source, which provides direct evidence of student performance. The examples should be viewed only as illustrations of each step in data collection. When working towards the goal of assessment, care should be taken to ensure that the skills being observed and monitored are directly related to achievement of the grade level content standard. For related information, refer to Section B: Merging Assessment and Instruction and Section C: Standards and the IEP.

Steps for Collecting Primary Data

Step 1

Clearly define the target behavior/skill to be observed.

The target behavior in each of these examples has been underlined. These can come from the student's IEP. Further information regarding the IEP process can be found in 5 Phases of the IEP Process, Iowa Department of Education, Bureau of Children, Family and Community Service.

- Chantall will reach and grasp an object related to a book four out of five

- opportunities over three consecutive days.
- Jeremy will choose among three geometric shapes four out of five opportunities over five consecutive days.
- Andrea will count her change correctly and independently three out of three times.
- Enrique will read the directions correctly and independently five out of five opportunities.

Step 2

Define the mastery criterion.

The criterion in each of these examples has been underlined.

- Chantall will reach and grasp an object related to a book four out of five times over three consecutive days.
- Jeremy will choose among three geometric shapes four out of five times or 80% of the opportunities.
- Andrea will count her change correctly and independently four out of five trips to the store.
- Enrique will read the directions correctly five out of five opportunities over three consecutive days.

Step 3

List a sample of activities in which the student will perform the behavior.

Sample activities are underlined.

- Chantall will reach and grasp four out of five times over three consecutive days in the following activities: reading, turning pages, using markers or stamps, receiving a worksheet, handing in reading home work.
- Jeremy will choose between three geometric shapes four out of five opportunities in the following activities: making a collage, building a model, creating a tangram, matching shapes in a hidden picture worksheet.
- Andrea will count her change correctly three out of three times for three opportunities in the following activities: purchasing from vending machine, purchasing lunch, purchasing supplies at the school store, purchasing a snack.
- Enrique will read the directions correctly five out of five opportunities in the following activities: prepare a snack, assemble a model, fill out a form, use a vending machine, and use an appliance.

Step 4

Determine an appropriate systematic instructional technique.

A systematic instructional procedure such as time-delay or system-of-prompts yields positive results.

Step 5

Design a data collection sheet and collect the data.

Identify the activity and the dates when data are collected.

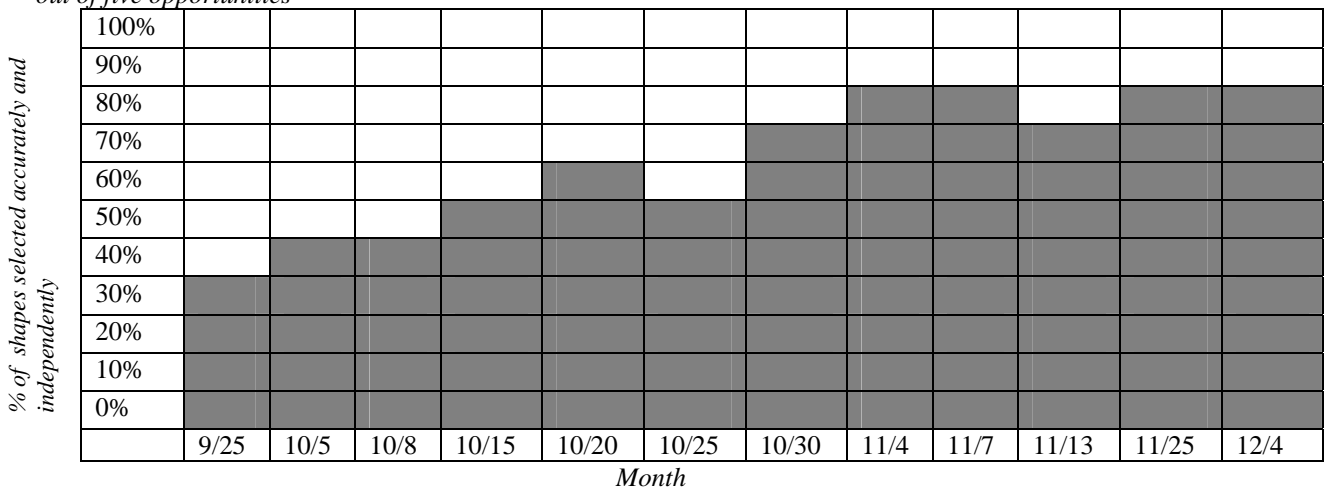
Behavior	Activity	Date					Settings	Notes
		8/9	8/12	8/16				
Choose between 3 items	Pictures	V+	V+	I+			Class	
	Words	-	M+_	V+			Computer	
	Books	-	-	I+			Class	
	Tapes	P+	V+	V+			Library	
	activities	-	-	-			science	
Criterion 4/5 correct with verbal prompt or independent		10%	20%	40%				
Code: (+) = Correct (-)= Incorrect (I)=Independent (V)= Verbal Prompt (M)=Model Prompt (P)= Physical Prompt								

Step 6

Graph the data.

The graph must be labeled to clearly identify the information.

Targeted skill: Jeremy will choose between three geometric shapes independently with 80% accuracy four out of five opportunities



More examples of data collection and systematic instruction may be found in the corresponding instructional modules, specifically Systematic Instruction and Data Collection (Burdge and Clayton, 2003). Additionally, The Iowa processes of progress monitoring and mastery monitoring give excellent guidance from the selecting of targeted objectives/benchmarks, setting criterion for achievement, data analysis, and instructional intervention. The Iowa Special Education Effectiveness (I-SEE) document and process is another comprehensive resource re: data based decision making.

Task – The task is a direct, on-demand measure of skills, usually in a one-on-one assessment situation. A task requires that a student create an answer or product that demonstrates his/her knowledge or skill. Including a task allows an implementer to develop an aligned activity and use it with several students to gain an understanding

about how students in the classroom, school, and even district are doing on the same set of skills.

It is a systematic and structured method of directly gathering data according to predetermined set of steps, administered under defined conditions, and with specific student outcomes in mind. A performance task should be interesting and related to the student's daily instructional routine(s) (i.e. be "authentic"). It should be connected to what has been taught. Some general education tasks to consider might be:

Reading:

- Construct a timeline of events within a grade level novel
- Select a character (fiction or non-fiction) and develop a character web
- Compare and contrast elements of 2 grade level reading selections using some form of graphic organizer (e.g. Venn diagram)

Math

- Construct a graphic display of sports data and analyze to predict who will win the next event
- Develop a blueprint for a city park of a certain acreage including features such as a swimming pool, playground, tennis court, and ball field.
- Develop an itinerary for a trip of your choice using a preset budget (include budget items such as food, travel costs, lodging, entertainment, etc.)

Science

- Select a set of living or non-living things, devise a classification scheme, classify them, and determine what worked about your scheme and what did not work
- Conduct an experiment (using the process of scientific inquiry) on the growth of soybean seeds
- Select an animal on the endangered species list and design a zoological display that would meet its needs

Of course, it will be essential to link the task to the standard being assessed and would be much more closely linked to the general curriculum if it paralleled what other students in that same grade level at the same school or district were doing. Many AEAs have developed performance tasks for typical students. These would be good starting points for the development of tasks for the alternate assessment.

In order to be scored as a task, it must show several critical elements:

- Connection to the age appropriate, general education curriculum
- Age appropriate materials and activities
- General education learning activity broken down into steps (at least one of which is connected to the district benchmark it purports to evidence)
- Student responses to each step are clearly reported.

If the task is not able to be scored due to missing elements or missing entirely, the score in Achievement of Benchmarks: breadth will be affected and possibly difficulty (if the problems are with age appropriateness or curriculum based).

A task is not an anecdotal recording of a student's performance. Nor is it a skills checklist (e.g. Brigance Comprehensive Diagnostic Inventory of Basic Skills or any other similarly developed and organized tool).

Task evidence can show several dimensions of the rubric, such as breadth, independent use of adaptations, choices, evaluation/reflection, use of evaluation, and transfer and generalization. For further information, refer to Section D: Rubric.

Tasks differ from observations in several key ways:

Task	Observation
Documents a student's performance on a one time event	Documents a student's performance over time
Presents a novel situation (although the basic task itself or chain of steps/expected behaviors should be familiar to the student preferably through routine instruction)	May present both routine and novel situations
May involve the performance of several skills, activities, content areas	Is concerned with only one skill (although that may be observed in several different activities)
Involves steps within a lesson or learning activity	May involve steps within a task analysis of a skill

One of the easiest ways to develop a task is to:

1. Look at an age appropriate/curriculum based activity (based upon a specific standard/benchmark) that is commonly done with students. By using this "curriculum based" activity, the curriculum drives the task instead of the task being something that actually disrupts instruction.
2. Break it down into its steps. (Imagine yourself completing the activity and record the steps involved.) This isn't like a task analysis used for observation purposes since it may not be breaking a skill down to its prerequisite skills, but is the outline of steps within a lesson.
3. Record the steps that address the primary standard/benchmark to assist the scorer.
4. Develop a script to let the student know what is expected of him/her at each step. This script may include directions or questions. The script should include references to materials used when ever necessary.
5. Determine how to set up the administration of the task (e.g., physical environment, where materials will be placed, etc.)
6. Specify performance indicators so whoever observes the student's performance can accurately describe it. These should be in terms of observable student behaviors or product characteristics. These indicators are generally scaffolded to indicate the level of prompt needed by the student and/or the complexity of his/her response. In thinking about student responses, it is not only important that all materials be accessible to the student but that response formats be accessible as well. This will entail making sure that adaptations, accommodations, modifications, and assistive technology be individualized and accessible to the student throughout.

7. Administer the task according to the script and record the student's responses.
8. Analyze the results to determine how to improve instruction as needed. For many tasks, rubrics are developed to determine a student performance level.
9. A suggested format for the task can be found in Appendix B

(A self evaluation component could be another step that would allow the student to reflect upon his/her performance.)

After a task has been selected, it might be helpful to review its validity using a set of questions developed by Herman, Aschbacher, and Winters (1992):

- Does the task truly match the outcome(s) you are trying to measure?
- Does the task require the student to use critical thinking skills?
- Is the task a worthwhile use of instructional time?
- Does the assessment use engaging tasks from the "real world?"
- Can the task be used to measure several outcomes at once?
- Are the tasks fair and free from bias?
- Will the task be credible?
- Is the task feasible?
- Is the task clearly defined?

Documenting Student Evidence

It is important to remember that while evidence should be clear enough to stand alone, it is helpful to make sure that all aspects of the rubric (see Section D) covered by a piece of evidence are made as obvious as possible. One way to do this is to highlight key points on documentation. Another way is to use small notes to point out important things. One teacher uses "sticky" notes to emphasize these points:

- What did you do? (achievement of benchmarks)
- How did you do it? (use of adaptations and self determination)
- Where did you do it? (settings)

Notes and documentation must be very specific. For example, to document curriculum based there must be either peer work from the same activity, a note from the general education teacher or peer stating that it was from the grade level curriculum, or a note from the special education teacher stating it is curriculum based and specifically what part of the curriculum it is from (e.g., textbook, unit, curriculum guide).

It is necessary that all evidence be dated and that student performance (especially in the documentation of depth-level of achievement/accuracy and student's use of adaptations) be expressed as percentages. If other staff, peers, family members, etc. make notes on or about pieces of evidence, it is important that they indicate who they are. Otherwise, it is unclear when the evidence is reviewed. The inclusion of peer work along with the work of the targeted student will help to document that the work is curriculum based and age appropriate, as well as giving some indication of the adaptations used and the setting. The

key to developing these types of student work products is to use the local curriculum frameworks that have been aligned with school/district Standards and Benchmarks and adapt appropriate instructional activities.

Primary and Secondary Evidence

Evidence contained within the alternate portfolio can be of 2 types: primary and secondary. Primary evidence is any type of direct observation of student performance. This might include:

- Student products/Review (anything the student has produced, either with or without assistance)
 - Students who are not physically able to write should be provided opportunities to create work using assistive technology (e.g., switch activated computer program, eyegaze, augmentative communication board that will allow participation in group activity, etc.)
- Data/Observation must have:
 - Skill to be measured listed
 - Scoring key
 - Labeled graph on graph or lined paper
 - Summative performance
 - At least 12 weekly data points over time
- Peer work (supports Review pieces)
 - This should be paired with the work, possibly adapted, that the student in the alternate assessment completed within the same general education environment alongside the peer
 - It is acceptable to have the peer name included on the paper
 - It is recommended to note "peer work" on the work
- Video/audiotapes/Review
- Notes from parents, general education teachers, community support personnel, peers (supports Review piece)
- Interview of members of the IEP team with the exception of special education teacher, special education paraprofessional, or student
- Task

Indirect or secondary data sources can enhance documentation but cannot be used as sole sources of evidence, because they do not provide specific information on what the student has accomplished, but describes the context in which the learning has occurred.

This may include:

- Photographs (photographs are not necessary to include in the alternate portfolio are used only to support primary evidence)
- Forms/checklists that indicate activities
- Special ed teacher or paraprofessional letter
- Lesson plans
- Receipts
- Formal test results
- Any other information which cannot be directly linked to primary evidence.

Video and audio tapes of a skill can be used as evidence within an entry. A written script provided with the videotape should indicate the context under which the skill has been videotaped. The following protocols should be considered when using audio or videotapes:

- Taping should be specific and brief (less than 5 minutes per content area), with possible pretest and posttest segments that are well marked and briefly scripted (see Appendix B).
- Videotapes should be 1 ½ inch VHS or VHS-C tapes.
- All tapes must be physically secured to the portfolio (e.g., a plastic sleeve) and should be labeled with appropriate identifying information.

A major question that comes to mind in the assessment process is “Who is responsible for the portfolio development process?” The portfolio itself provides documentation of the student’s performance primarily in the context of the school program. (There may be home and vocational components depending upon the age and needs of the student.) The context of that instruction is the responsibility of many people, including general and special educators, assistants, administrators, specialists, and parents, as well as the student him/herself. While many people should contribute to the portfolio development, in reality, one person will have the major responsibility of putting it all together. That person is generally the caseload or special education teacher, although it is not inconceivable that another team member could lead the process.

Examples from 2004-2005 Portfolios

Tom Sawyer
Vocabulary Building
 Chapters 5-7

Name 8th grade
 worksheet
 for Vocabulary

8th graders study new vocabulary as a strategy to get correct on the lines meaning from print.

Note evidences age appropriate/curriculum based as required for Review

abundant
 gaudy
 wane
 wary

From general ed.

1. Secret; sneaky
2. Plentiful a
3. Bothered; annoy
4. Cautious W a r y
5. Trimmed or deprived of S h o r t
6. Fade W a n e
7. Overly bright and decorated g a u d y
8. Comical; witty r a c e
9. Scold u p b r a i d
10. Joyful; triumphant i n v i c t o r i a

Bonus Word
 Becky becomes angry with Tom when she learns he once had
s w e e t h e a r t

atswheart
 is sweetheart

Middle School Review

CCSB

Standard: A. Students can comprehend what they read in a variety of literary and informational texts.

Benchmark: 1. Students can understand stated information they have read.

District

Standard: Students will read for understanding and enjoyment to become life-long readers.

Benchmark: Understand printed materials by selecting and using effective reading strategies

Target skill: Use reading strategies to get meaning from text.

Aligns with standards, benchmarks, and target skill

Evidences adaptation, but needs to specify % of Independent use vs. accuracy.

2-15-05 100%
 2-16-05 100%

Sal

The Adventures of Tom Sawyer 100%

Reading Strategy: Learning new Vocabulary

Select the correct picture to match the word from the story.

Ben Wants Tom to Go Swimming.

Tom

Get meaning from print

Huck Finn

Tom

This is a modification of a gen. ed. 5th grade vocabulary worksheet using mode of communication. The words at left are read to him, both choices are put on a Twin Talker. He selects correct answer. 100% accuracy with use of adaptation objects to represent pictures, then matching object to picture to make correct choice. He could not comprehend new vocab. without adaptations. Scored 100% adaptations

apple

fence

Mystery Web

Note and copy of page evidence age appropriate/curriculum based required for Review.

Elementary School Review
CCSB

Standard: A. Students can comprehend what they read in a variety of literary and informational texts.

Benchmark: 1. Students can understand stated information they have read.

District

Standard: Read, comprehend, and respond to a wide range of literature to build an understanding of the many dimensions of the human experience

Benchmark: Provides written responses to comprehension questions following a read along.

Target skill: Answers questions regarding the reading selection.

The Case of the Missing Snacks
Mystery WebName name

Directions: Fill in each circle with details from the story about these mystery story elements.

Independent Use of Adaptation

100%

-uses double stick tape to feel where the answer belongs

Independent use of adaptation is listed.

Wright Group
McGraw-Hill

Aligns with standards, benchmarks, and target skills.

Elementary Science Review

CCSB

Standard: B. Students can understand concepts and relationships in life science.

Benchmark: 1. Students can understand structures of living things..

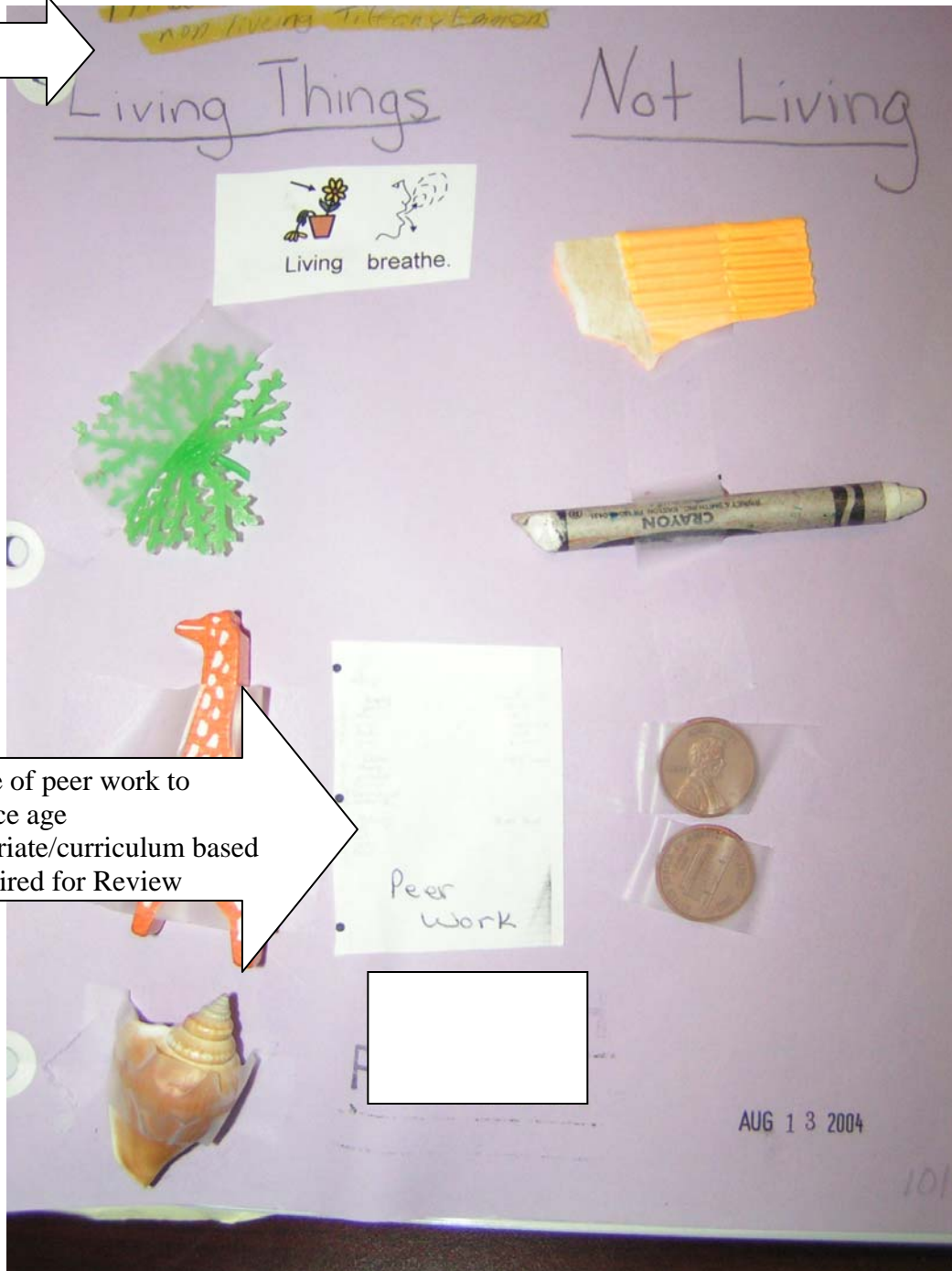
District

Standard: Students understand how living and nonliving things change over time and the factors that influence the changes.

Benchmark: Students will classify things in the environment as living, □nliving, and once living.

Target skill: Sort living and nonliving.

Peer note
tells that this
was done in
their 4th grade
class.



Sample of peer work to
evidence age
appropriate/curriculum based
as required for Review

Energy pyramid
A diagram that compares the amounts of energy available to the populations at different levels of a food chain.

7th graders are asked to retell main points about a food chain
See Self-Check #3

The energy stored in plants is passed on to the organisms that eat the plants. These first-order consumers use some of the food energy and lose some energy as heat. The rest of the energy is stored as chemical energy in the nutrients in their body.

The energy stored in the first-order consumers is passed on to the second-order consumers. Then, energy stored in the second-order consumers is passed on to the third-order consumers. At each level of the food chain, some energy is used for life processes, some is lost as heat, and the rest is stored in the organisms.

Energy Pyramid

The energy pyramid below compares the amounts of energy available to the populations at different levels of a food chain. The most energy is available to the producers.

They get energy directly from the sun. Less energy is available to the insects, the first-order consumers that feed on the producers. That is because the producers have used some of the sun's energy for their own needs. Also, some of the energy was lost as heat. Only the energy that is stored in the producers is passed on to the insects.



Unit 3 Life Science

1. What is the difference consumer?
2. Define the terms herbivore, omnivore, and carnivore.
3. Diagram a food chain with producers, first-order consumers, second-order consumers, and third-order consumers. Which level has the most energy?

Documents age appropriate, curriculum based as required for Review.

TASK

From
AGS
General
Science
Book
7th
grade

Middle School Science Review

CCSB

Standard: B. Students can understand concepts and relationships in life science.

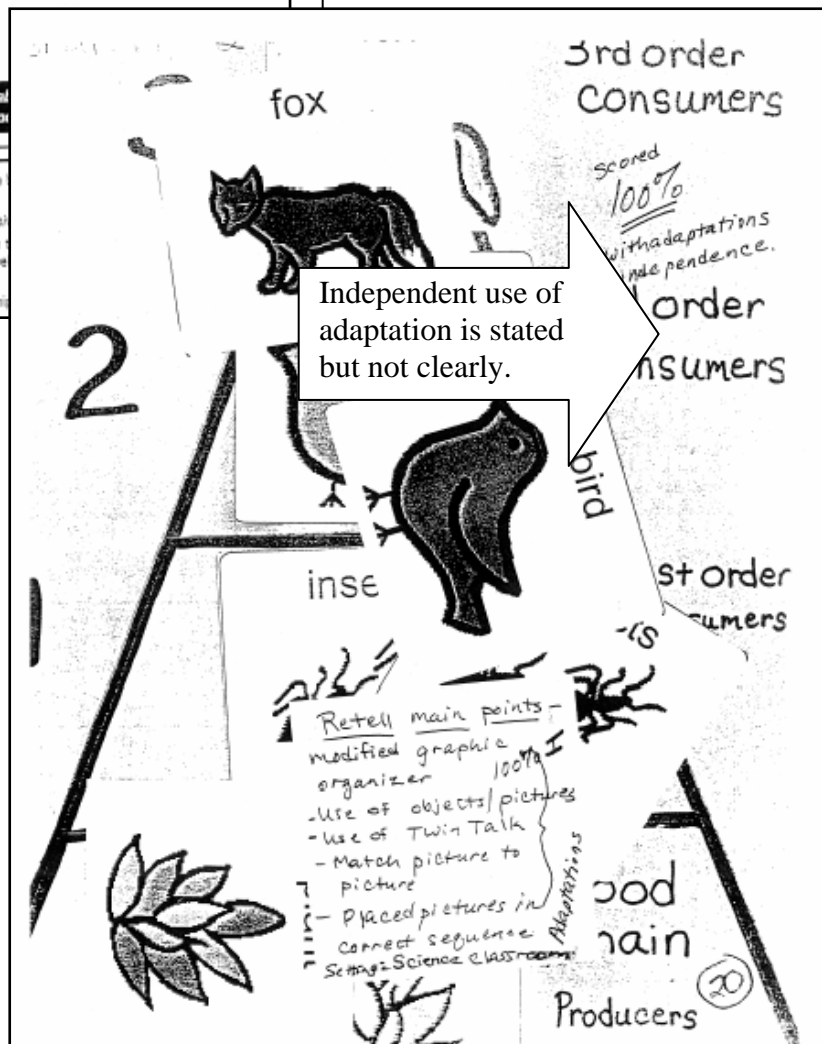
Benchmark: 1. Students can understand structures of living things..

District

Standard: Students understand and describe the functions of producers, consumers, and decomposers in an ecosystem

Benchmark: Students will describe consumer and producer orders.

Target skill: Sort living things according to consumer and producer order.



Independent use of adaptation is stated but not clearly.

Merrill

Geometry

Applications and Connections

10th Grade
Geometry
Text

Note and copy
of text book
evidence age
appropriate/cur
riculum based
required for
Review

Aligns with standards,
benchmarks, and target
skill.

Gui

High School – Math Review

CCSB

Standard: A. Students can understand and apply a variety of math concepts.

Benchmark: 3. Students can understand and apply concepts of geometry and measurement.

District

Standard: Understand concepts of geometry

Benchmark: Understand area and perimeter

Target skill: Measure area using a calculator and picture

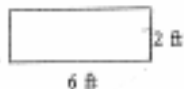
100% accuracy

Area is the number of square units needed to cover a surface.

You can use a formula to find the area of a square, rectangle, right triangle, and a parallelogram.

Area is always answered in square units.

Example 1: Rectangle



Find the area of the rectangle using the formula.

To find the area of a rectangle, multiply the length x width

Area = length x width

The length = 6 ft

The width = 2 ft

Area = 6 ft x 2 ft

The area is

12

Exam



To find the area of a square,

Area = side x side

Area = 3 ft x 3 ft

Problems came
from Geometry
Text book
10th Grade

Done in
room

High School – Reading Observe

CCSB

Standard: A. Students can comprehend what they read in a variety of literary and informational texts.

Benchmark: Students can determine literal meaning of specific words.

District

Standard: The student demonstrates skills and strategies for reading comprehension in a variety of literature

Benchmark: The student will use context cues to determine meaning of words

Target skill: Use pictures to determine word meanings

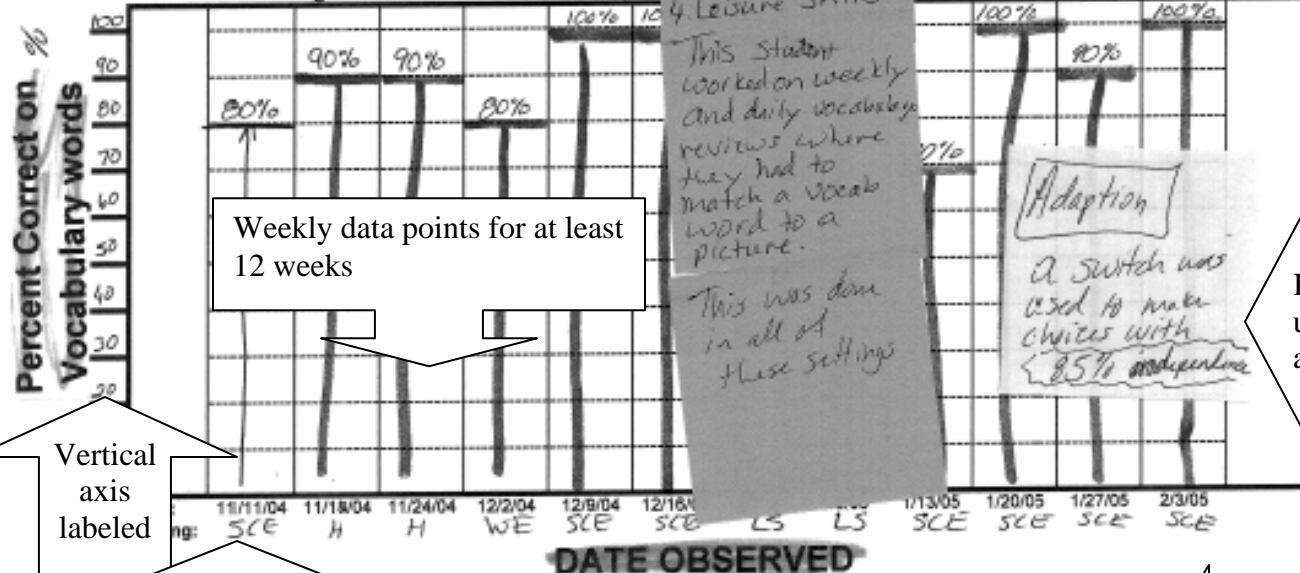
Target skill
is written
(extended
benchmark)

Note reads
97%
summative

Primary Standard/Benchmark OBSERVATION

District Standard: The student demonstrates skills and strategies for reading comprehension in a variety of literature
Benchmark/Extended Benchmark: Uses a picture to determine meaning of words

Target Skill: Percent of vocabulary words matched to corresponding pictures



Weekly data points for at least
12 weeks

Vertical
axis
labeled

Horizontal
axis
labeled
with dates
of data

Independent
use of
adaptation

Settings are listed
and have a key

High School – Math Task

CCSB

Standard: C. Students can solve a variety of math problems.

Benchmark: 1. Students can solve math problems requiring multiple steps and operations.

District

Standard: The student demonstrates ability to solve multiple step math problems.

Benchmark: The student uses multiple operations to solve problems.

Target skill: Use calculator to solve math problems.

Documentation that activity is age appropriate/ curriculum based as required for the Task.

This activity provides an opportunity to work on needed money skills as well as reasons for work and how to budget.

Suggested Task Format

Student Name Krishna Date of Task Administration 2-20-05
 Age appropriate grade level activity (specify curriculum based) 11th grade economics class activity assigned by the general ed. teacher Tester Mrs. Lasier
 Scoring Key 1 = full prompting 2 = correct w/ prompting 3 = correct and independent
 Materials needed (must be age appropriate) map, spread sheet, calendar, pictures of hotels, food, activities

Activity → How to set up the task administration (for planning purposes) Develop an itinerary for a trip of your choice using the given budget. Include budget items such as food, lodging, & entertainment.

Steps w/in the Learning Activity	Benchmark/Target Skill	Script for Each Step	Student Performance Indicators	Student Response
Step 1: Choose trip		Look at these places, where would you like to go?	Select by pointing to the picture	3
Step 2: List lodging expenses	apply # properties	Look at these 2 hotels, which one?	in " + type cost	3/2
Step 3: List food expenses	apply # properties	Look at these 2 restaurants, which one?	"	3/2
Step 4: List entertainment expenses	apply # properties	Look at these, what would you like to do?	"	3
Step 5: List transportation cost	apply # properties	Look at these, how will you go?	"	3
Step 6: Calculate total cost	Solve math problems of steps	Total your cost + mult. X 7	total amount & then multiply using calculator	
Step 7: Is over/under budget adjust	Reason quantitatively	Compare cost with budget	Choose what to change	2
Step 8: Re calculate	Solve problem	add again	note using calculator	2
Step 9: Create presentation of trip		Use pictures to present trip	pictures & trip of me	2
Step 10:				

Steps within a general education activity with at least one addressing benchmark

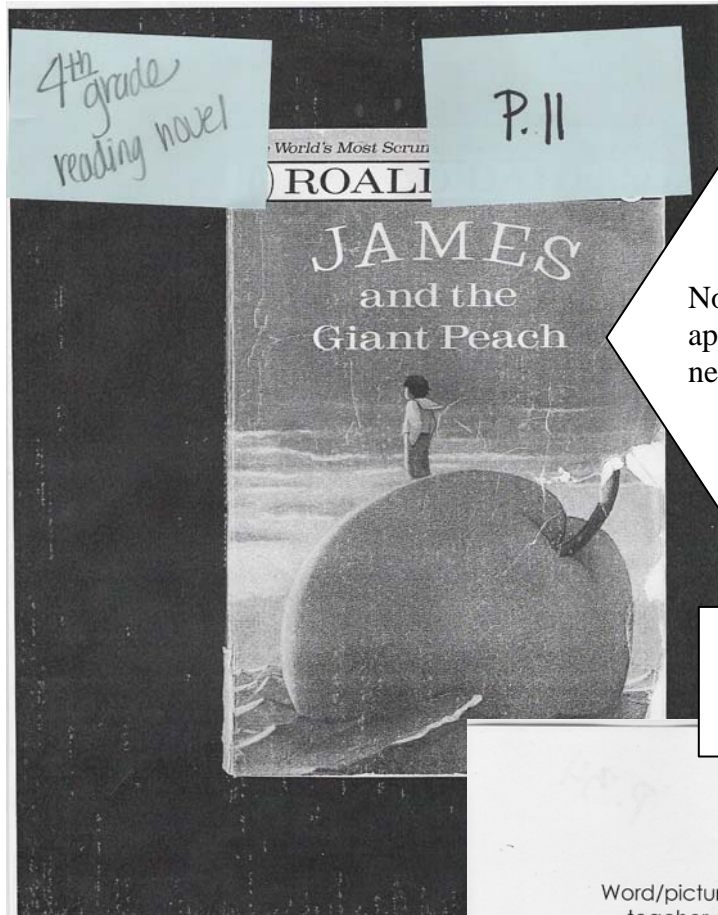
Student responses are documented.

Aligns with standards, benchmarks, and target skill

Independent use of Adaptations evidenced

Examples from 2003-2004 Portfolios

Review Sample

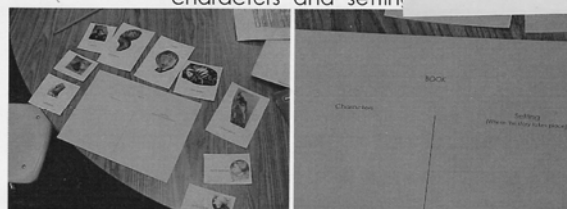


Note documents appropriate/curriculum based needed for Review.

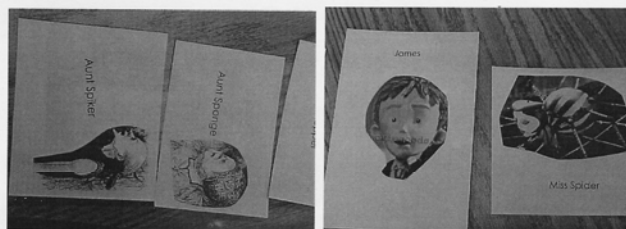
Addresses one standard: Identifying settings and characters.

Teacher needed to record student performance for each step. For example, a note that read 8/10

Word/picture cards of character and setting teacher given template to sort in to 2 different categories: 'characters' and 'settings'

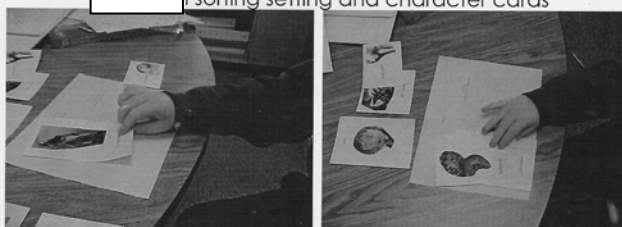


character cards



name

sorting setting and character cards



Review Sample

Name _____

Date 2-4-04

General Education Science Teachers stress Weather, climate and space in one of their Courses. The earth science text specifically States that students will learn the relationship Between temperature and the thermometer.

Use your graph or thermometers to answer the following questions:

1. Which day was the warmest? _____

_____ the coldest? _____

_____ the temperature goes _____

_____ it is cold the temperature goes _____

up

down

Monday

Wednesday

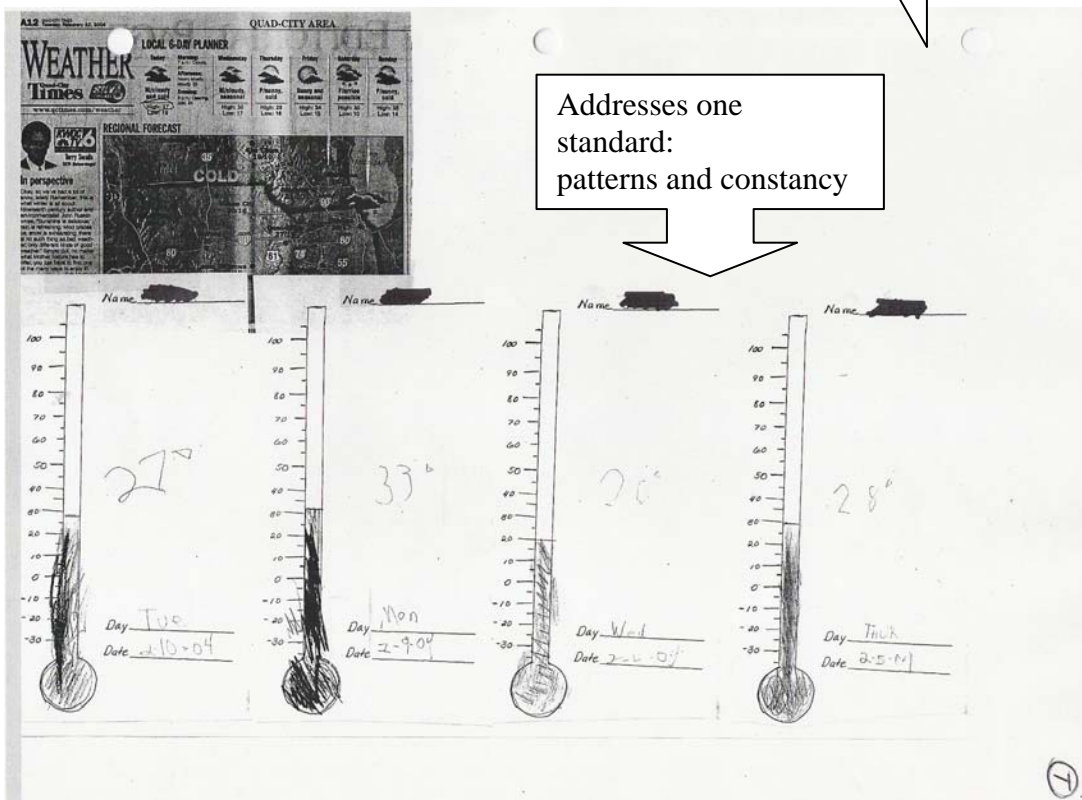
Note documents age appropriate/ curriculum based needed for Review

Relationship to High School Gen. Ed. Curriculum
This relates to the Davenport High School general education curriculum under the standards and benchmarks for Physical Science. "Students will understand the relationship between heat and temperature."

95% earned 100% independence using Tech Spans to find answers

95% Independent Use of Adaptations evidenced by note and adaptation is evidenced in work


Addresses one standard: patterns and constancy



Review Sample


Addresses one standard: identifying geometric shapes

Student Work Sample 1
Identifying Polygons




A series of pictures that show the student working along with how he did on each step

Picture 1:
Student is given 4 polygons on his tray (unable to see 2-dimensional items). He is shown a similar polygon, asked to state the name and then hold up the same polygon.




Picture 2:
Student is asked incorrectly, by correct one.

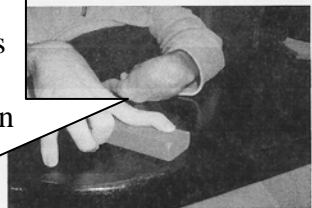
However, it needs evidence of curriculum based in order to count as Review



Picture 3:
Student is asked to identify the square. He identifies the name correctly and finds the similar polygon.



Picture 4:
Student is asked to identify the triangle. He names it correctly and finds the corresponding polygon.



Picture 5:
Student is asked to identify the rectangle. He names it incorrectly, but finds the corresponding polygon.

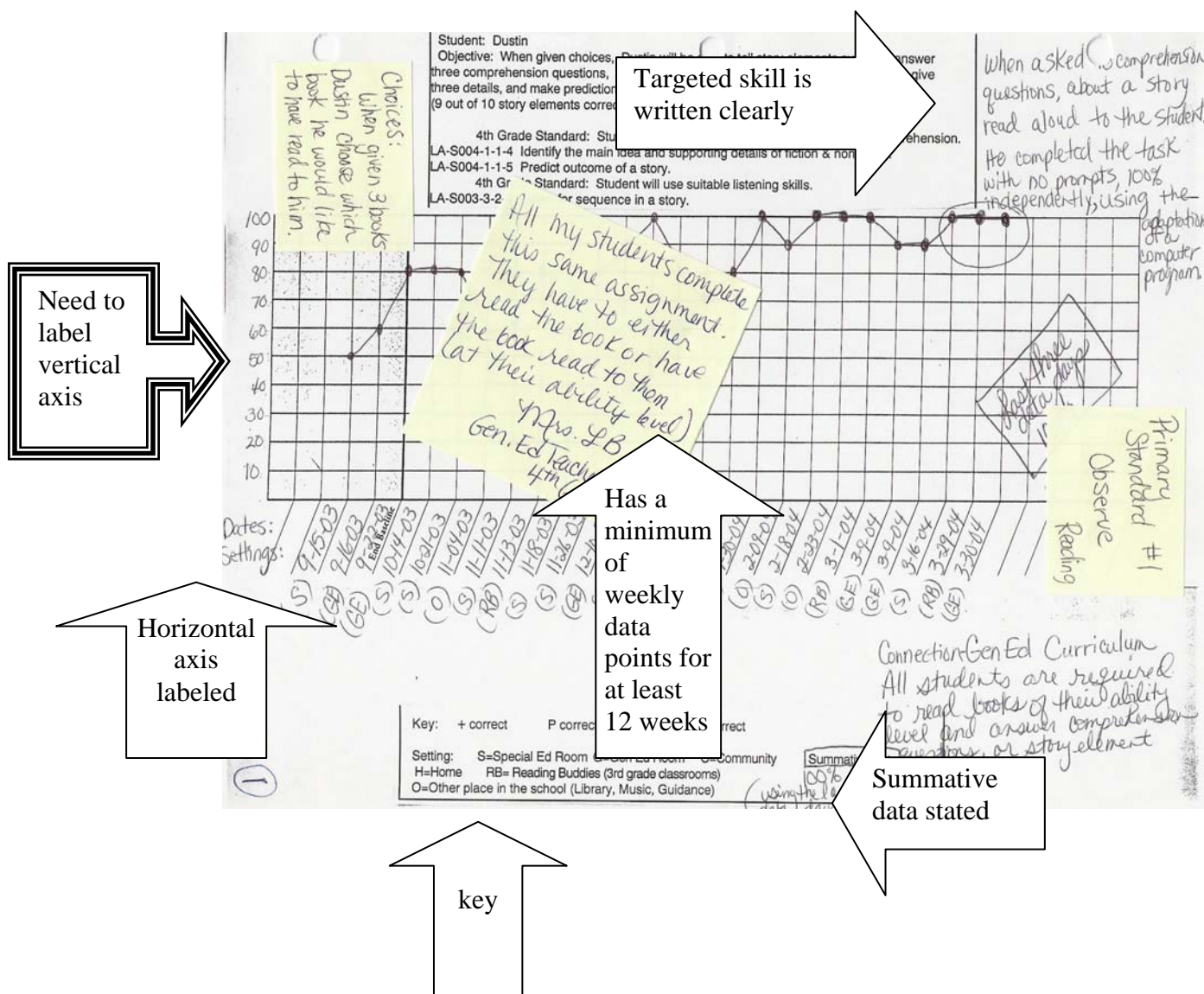
Note documents 100% Independent Use of Adaptations and is evidenced in

* Adaptation - using 3-dimensional polygons - 100% independent

3/4 correct
Depth = 75%

p.2

Observation Sample



Task Samples

Date of Task Administration 2/28/03

Age appropriate grade level activity (specify curriculum based Gathering data music (7th grade curriculum "gathering, charting, and interpreting data"))

Documentation of age appropriate/ curriculum based needed for Task

Tester Mrs. Massey

List the number of the steps below that specifically address the benchmark 1, 2, 4, 5, 6

Key

Scoring Key 0 = no response 1 = incorrect response 2 = correct response after given cue 3 = correct and independent response

Materials needed (must be age appropriate) icon for communication board so he can ask about preference, picture symbols to represent the main types of music, customized number on keyboard and graphing software

These planning pieces are helpful to the teacher for instruction

How to set up the task administration (for planning purposes) Practice communication board, pre sending out with peer, sit in wheelchair at the computer table to enter data and answer questions

Steps w/in the Learning Activity	Script for Each Step	Student Performance Indicators	Student Response
Step 1: Survey students in the 7 th grade on favorite style of music	ask, "what is your favorite style of music?"	Presses the correct key on his communication board	2
Step 2: Record information	look at the board and help record	Steps of a general education activity that at least one connects to the district standard/benchmark (as noted above the chart)	3
Step 3: Categorize music	"which type of music is this?"	eye gaze to correct category picture	1
Step 4: Select appropriate type of graph to use	"which graph do you think will work best?"	eyegaze to choice of graph from a group that would all be correct	3
Step 5: Enter data on the graph	"push the number I read to you to indicate how many chose that style of music"	presses correct # on adapted keyboard to enter data	2
Step 6: Summarize information from the graph	"which type of music did most kids like?"	looks at graph and then eyegazes to the correct picture	2

Scored student responses

Selected Readings and Resources:

Rationale for Body of Evidence:

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Quality Evidence:

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Browder, D. M. (1991). *Assessment of individuals with severe disabilities*. Baltimore, MD: Paul H. Brookes.

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www.edservices.aea7.k12.ia.us/framework/tasks

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